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ABSTRACT

This instructional unit is aimed at Grade 4, limited-English-proficient (LEP) students in language arts, mathematics, social studies, science, music, art, physical education, and drama. It uses the California "Gold Rush" historical time period to teach students English language, concentrating on pre-production, early production, speech emergence, and intermediate fluency. The lesson plan includes a description of the theme and rationale of the unit, content outline, instructional objectives, and description of assessment. The unit is to be taught over 1 week, in 40-minute lessons, and includes a day-by-day lesson content, with vocabulary building lists. Homework assignments and parent/community involvement are suggested. Instructional components include English language development, primary language instructions, especially designed academic content in English, cross-cultural/self-esteem building, and parent/community involvement. (NAV)

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ED 389 198

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PLC 651
May 22, 1995

Gold Rush Unit

GRADE: Fourth
CONTENT AREAS: Language Arts, Mathematics, Social Studies, Science, Music, Art, P. E., and Drama.
TIME LENGTH: One week - 40 minute lessons.
LANGUAGE LEVELS: Pre-production, early production, speech emergence, and intermediate fluency.
INSTRUCTIONAL COMPONENTS: English Language Development, Primary Language instructions, Specially Designed Academic Content in English, Cross Cultural - Self-Esteem, and Parent/Community Involvement.

1. THEME AND RATIONALE

The theme of our unit is the "Gold Rush". We selected this unit to meet the needs of the Cajon Valley Union School District's requirement for the Fourth Grade Social Studies curriculum on California. The reading is based on the novel, By the Great Horn Spoon by Sid Fleischman, which is on the CORE literature recommended list for fourth grade. We have provided English Language Development Lessons for each proficiency level, but one may combine two of these adjacent levels if needed. The main concepts of the eight subjects are covered by the primary language teacher in order to provide support for students' learning in their SDAIE (Specially Designed Academic Instruction in English). The SDAIE lessons are taught heterogeneously so that the more advanced English learners may assist the less advanced ones. The Cross Cultural - Self Esteem component is included in the lessons. Cooperative learning activities are used to promote positive attitudes as children learn to work together.

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2. PREVIOUS CONTENT LEARNED

A. Geography of California
B. The first Californians/Native Americans
C. Spanish Settlers in California
D. Development of Missions
E. Mexican California
F. Pioneers in California prior to 1848
G. Reading of By the Great Horn Spoon in Spanish.

3. OUTLINE OF CONTENT

A. Discovery of Gold in California
B. Spread of news about gold
C. The on-rush of settlers to California
D. Mining town boom
E. Life on a Mining Town
F. Life of a Forty-Niner
G. Mining Methods
H. Music: "Oh Susanna", "De Colores", "El Rancho Grande", and "Forty-Niner rap song".
I. Language Arts: By the Great Horn Spoon by Sid Fleichman.
Mathematics: Graphs, Weight, Measurement, Estimation.
K. Science: Gold properties and value.

4. UNIT GOALS WITH INSTRUCTIONAL OBJECTIVES

A. Students will understand how/when the Gold Rush came about and how it affected the development of California.
1. Students will be able to identify, discuss and write about events relating to the Gold Rush.
2. Students will be able to describe and write about the life of a miner.
3. Students will be able to name and compare/contrast the different methods of mining.
B. The students will understand how various ethnic groups were treated in a mining town.
1. Students will name the various ethnic groups that were involved in gold mining.
2. Students will be able to compare/contrast how each ethnic group was treated.
C. Parents and Students will participate.
1. Students and parents will work together to complete home study assignments.
2. Parents will help out in the classroom.

5. DESCRIPTION OF ASSESSMENT

Students will create a portfolio on the Gold Rush which will include:

A. Response Journal
B. Time line
C. Land maps and sea routes
D. Art work

The work will be collected daily. Students will demonstrate that they are able to work together successfully in cooperative groups.

Day 1 GOLD RUSH-Old San Francisco	ENGLISH LANGUAGE DEVELOPMENT
PRE-PRODUCTION	1. Show large prints (borrowed from media center) of San Francisco during 1848-49. 2. Have students point to and identify buildings, bridges, and other city structures. 3. Students will point to pictures and identify large and small items.
EARLY PRODUCTION	1. Show large prints (borrowed from media center) of San Francisco during I848-49. -Have students point to and identify buildings, bridges, and other city structures. 2. Students will point to pictures and identify large and small items. 3. Students will break into groups and will draw a town which includes the above items.
SPEECH EMERGENCE	1. Show large prints of San Francisco during 1848-49. Have students point to and identify buildings, bridges, and other city structures. 2. Have students write a sentence naming various structures in San Francisco. 3. Students will break into groups and draw a town with all the above items and label them.
INTERMEDIATE FLUENCY	1. Show large prints of San Francisco during 1848-49. Have students point to and identify buildings, bridges, and other city structures. 2. Have students write a sentence naming various structures in San Francisco. 3. Students will break into groups and draw a town with all the above items and label them. 4. Students will discuss life in a gold mining town.

Day 1

PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH
LANGUAGE ARTS: Discuss concepts and events from chapters 1 and 2 of By the Great Horn Spoon and have students write about what it would be like to be a stowaway.	Read and discuss chapters 1 and 2 . Have students develop a vocabulary chart in groups. Students write in response journals using vocabulary from chart.
SOCIAL STUDIES: Students read pages 121-124 in Social Studies book in which various routes to California are discussed.	Students will be given a map of North and South America. Students draw and label different routes to California on their map.
MATHEMATICS: Students discuss population changes in California before, during, and after the Gold Rush.	Students make a graph showing population changes in California during the years 1848-1852.
SCIENCE: Students will study and discuss the properties of gold.	Students will compare prices of gold per ounce in 1849 and now.
MUSIC: Explain meaning of words to "Oh Susanna" (see attached copy).	Students will sing "Oh Susanna" using a picture of a miner. As the class sings, selected students will come up to the picture and add various items of clothing and other articles.
ART: Show pictures and drawings of various kinds of ships of the 1800's.	Students will begin a guided art lesson in drawing the base and outline of a ship.
PHYSICAL EDUCATION: Explain rules for "relay races for gold".	Students will be divided into teams and race to get Gold nuggets back to starting position.
DRAMA: Students will give a news report on the discovery of gold at Sutter's Mill.	Students will act out how discovery of gold would be reported in our present day news.

Day 2
Gold Rush

ENGLISH LANGUAGE DEVELOPMENT

PRE-PRODUCTION

1.Review vocabulary of the prints in the city.
2.Show students pictures of a modern city.
3. Have students point and identify same/different in both pictures.
4. .Students will point and identify buildings, bridges, cars, and people in This is San Francisco by Miroslav Sasek.
5. .Students will draw and color Golden Gate Bridge.

EARLY PRODUCTION

1. Review prints of old San Francisco.
2.Show pictures of modern San Francisco.
3. Compare/contrast both pictures.
4. Read This is San Francisco to students.
5.Have students draw and color Golden Gate Bridge.

SPEECH EMERGENCE

1.Review prints of old San Francisco.
2.Show pictures of modern San Francisco.
3.Compare/contrast both pictures.
4.Read This is San Francisco to students.
5.Have students draw a picture of the Golden Gate Bridge and write one or two sentences about it.

INTERMEDIATE FLUENCY

1. Compare and contrast old and new pictures of San Francisco. Discuss how the city has changed.
2. Read aloud This is San Francisco.
3. Focus discussion on Golden Gate Bridge. Have students draw it and write a paragraph describing it.

Day 2

PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH
READING/WRITING WORKSHOP: Discuss concepts of chapters 3 and 4 in By the Great Horn Spoon. Have students write a letter to a relative who lives far away.	Read and discuss chapters 3 and 4 in By the Great Horn Spoon. Add to vocabulary chart. Have students write in response journals about traveling on a ship using vocabulary from the chart.
SOCIAL STUDIES: Students will be introduced to the various mining techniques and how they worked.	Students will read pages 125-128 of "Gold mining" in their Houghton Mifflin Oh California science text. Students will compare/contrast, panning method, rocker method, and hydraulic mining.
MATH: Students will discuss cost of food in a mining town compared to now.	Students will make a menu of a restaurant in a mining town. Students will choose from menu and add up costs for their meal.
SCIENCE: Students will discuss how the various mining methods affected the natural environment.	Students will simulate an assay office. They will "weigh the gold" (found during P. E. hunt) by using scales and be given fake money for their gold.
ART: Teacher will explain to students the procedure on how to draw the sails and mast to their ships.	Students will continue the guided art lesson and add sails and mast to ships.
PHYSICAL EDUCATION: Rules for "gold hunt" will be explained.	Students will have a "gold hunt". Volunteer parents will hide gold nuggets (sprayed rocks) in playground grassy area. Students hunt for gold.
MUSIC: Students will sing "De Colores", a traditional Mexican folk song.	Sing "Oh Susanna" again having volunteers add the various objects and clothing to the miner.

DAY 3
GOLD RUSH -TRANSPORTATION

ENGLISH LANGUAGE DEVELOPMENT

PRE-PRODUCTION

1. Show students pictures of different types of transportation found in a city, ie., cars, buses, horses, trolleys, etc. and introduce vocabulary of each.
2. Read This is San Francisco to students. Have students point and name various forms of transportation in book.
3. Students will draw and color favorite form of transportation and label its name on their drawing.

EARLY PRODUCTION

1. (Same as above.)
2. (Same as above.)
3. Students will draw and color favorite form of transportation and write a sentence under the picture.

SPEECH EMERGENCE

1. Show pictures and review vocabulary of different forms of transportation.
2. Read book This is San Francisco and have students focus on different forms of transportation found in book.
3. Have students draw favorite form of transportation and write one or two sentences about their vehicle and why they like it.

INTERMEDIATE FLUENCY

1. (Same as above.)
2. (Same as above.)
3. Compare and contrast transportation found in San Fancisco and in their own town.
4. Have students draw favorite form of transportation and write a paragraph describing it.

Day 3

PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH
READING/WRITING WORKSHOP: Discuss the concepts of chapters 5 and 6 in By the Great Horn Spoon.	Read and discuss chapters 5 and 6 of By the Great Horn Spoon. Add to the vocabulary chart. Write in response journals about the food consumed on a boat trip.
SOCIAL STUDIES: *Discuss the difference in treatment of various cultures; Blacks, Mexicans, Chinese, and women in the mining towns.	*Read p. 128-130 in Houghton Mifflin's Oh California. Discuss fairness and justice. How did the miners settle disputes?
MATHEMATICS: Have students name the important dates leading up to and during the Gold Rush.	Make a time line of the important dates leading up to the Gold Rush.
SCIENCE: Discuss preservation of foods and how foods were kept on board ship before the invention of the refrigerator.	Store potatoes in a wooden box in a dark space in the classroom.
MUSIC: Explain and discuss what a 49er is and what the lyrics are to the 49er rap song.	Students will sing the 49er Rap Song (see attached paper)
ART: Teacher will explain to students how to use watercolors.	Using watercolor, continue art lesson by coloring base of ship, sky and water.
PHYSICAL EDUCATION: Explain the rules of "Overland Route to California" to students.	Have students go through a "pretend" course through the U.S. When they go over mountains, they do 20 jumping jacks; across a river, they do 10 pushups, etc.
DRAMA: Have students divide into two drops and debate whether or not suspects should have a right to a court trial - no matter how small or large their suspected crime.	Have students act out a mock trial of someone who is suspected of stealing another miner's gold.

DAY 4
GOLD RUSH-
PEOPLE AND BUILDINGS

ENGLISH LANGUAGE DEVELOPMENT

PRE-PRODUCTION

1. Show students pictures of different types of buildings, houses, apartments, skyscrapers, schools, churches, and discuss what people do in those buildings.
2. Read This is San Francisco and have students point and identify different people and buildings in book.
3. Draw and color favorite type of building (house, skyscrapers, school, etc.). Have students write name of building.

EARLY PRODUCTION

1. Same as above.
2. Same as above.
3. Draw and color favorite type of building (house, skyscrapers, school, etc).

In addition, students write a sentence about drawing.

SPEECH EMERGENCE

1. Show pictures and review vocabulary of the different types of buildings.
2. Read book This is San Francisco and have students focus on different types of buildings found in the book.
3. Have students draw favorite type of building and write 1 or 2 sentences about their building.

INTERMEDIATE FLUENCY

1. Same as above.
2. Same as above.
3. Students compare and contrast buildings found in San Francisco and in their own town.
4. Have students draw favorite form of transportation and write a paragraph describing what the building is for and what people do in it.

DAY 4
GOLD RUSH

PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH
READING WRITING WORKSHOP: Discuss concepts of Chapters 7 and 8 inBy the Great Horn Spoon". Make a list of the main characters in the book.	Read and discuss Chapters 7 and 8 of By the Great Horn Spoon and add to vocabulary chart. Do a character analysis of the three main characters on butcher paper. Students copy on their paper. They write in response journals about their favorite character.
SOCIAL STUDIES: Discuss the three main cultural groups who were involved in the gold rush era. Compare/Contrast the treatment of each group by the other groups. Review how each group came to California.	Read and discuss "Exploring Concepts" page 130 of Houghton Mifflin's Oh California Social Studies book. Students make a chart of examples of people who came to California, the year they came, and the reasons they came.
MATHEMATICS: The three languages of the main cultural groups in the gold mining era in California were Spanish, Chinese and English. Using an encyclopedia, discuss what portion/fraction of the world population speaks English, Spanish and Chinese.	Using reference material, make a pie graph showing what portion of the world population speaks Spanish, Chinese, English and others.
MUSIC: Explain the "Farmer in the Dell" G.L.A.D. strategy and how students choose adjectives, nouns, verbs, and prepositional phrases to sing to "The Farmer in the Dell".	Have students choose adjectives to describe a miner, then choose verbs and prepositional phrases to go with subject as teacher makes a chart on board. Have students pick from each column and sing words to the tune of "Farmer in the Dell".
ART: Discuss what life was like on a long voyage to California during the Gold Rush.	Complete ship lesson by outlining mast and sails, and ship in black felt tip pen.

DAY 5 - GOLD RUSH FOOD AND MEASUREMENT	ENGLISH LANGUAGE DEVELOPMENT
PRE-PRODUCTION	1. Teacher will show examples and name different types of liquid measurement. 2. Working in cooperative groups, students pour water into gallon, half-gallon, quart, pint, and cup measurements. 3. Students will compare/contrast size and identify which items hold more or less water. 4. Students will color, cut out, and staple together the different types of liquid measurement in order of size.
EARLY PRODUCTION	1. Teacher will show examples and name different types of liquid measurement. 2. Working in cooperative groups, students pour water into gallon, half-gallon, quart, pint, and cup measurements. 3. Students will identify and name different types of measurement.
SPEECH EMERGENCE	1. Teacher will show examples and name different types of liquid measurement. 2. Working in cooperative groups, students pour water into gallon, half-gallon, quart, pint, and cup measurements. 3. Students will identify and name different types of measurement. 4. Students will discuss the difference in sizes of each measurement.
INTERMEDIATE FLUENCY	1. Same as above. 2. Same as above. 3. Students will identify and name different types of measurement. 4. Students will discuss which products come in the different size containers and make a list.

DAY 5

PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC CONTENT IN ENGLISH
READING/WRITING WORKSHOP: Discuss the concepts of Chapters 9 and 10 in By the Great Horn Spoon.	Read and discuss Chapters 9 and 10 of By the Great Horn Spoon. Add to the Vocabulary chart. Write in response journals about the life of a miner.
SOCIAL STUDIES: Teacher will outline the history of the discovery of gold in Julian and how it affected the development of El Cajon.	Students will read the History of El Cajon pamphlet, pages 8-10 and 19-22 on the discovery of gold in the mountains beyond El Cajon near Julian.
MATH/SCIENCE: Discuss how Julian is today famous for apples, as well as for being the first San Diego county location in which gold was discovered. Teacher reviews concept for fractions and then reads the recipe for making applesauce.	Students will work together in cooperative groups. Each group will read and follow instructions for making applesauce. Parent volunteers will work with each group to assist in the cooking of the applesauce. Students will eat applesauce after it is cooled.
MUSIC: Talk about how jump rope jingles are very basic chants. Have students make up miner jump rope chants.	Have students work in cooperative groups to make up jump rope jingles about gold or life in a mining town using vocabulary chart.
PHYSICAL EDUCATION: Have students jump rope to their own 49er jingles.	Have students jump rope to their own 49er jingles.

DAY 1 - VOCABULARY DEVELOPMENT TALKING CHART

PEOPLE	OCCUPATIONS	PLACES	CLOTHING
passengers	thief	San Francisco	boots
gentlemen	captain	California	bobcat hat
intruders	judge	tropic zones	shirtsleeves
boy	horse doctor	Cape Horn	heavy woolens
man	pirates	Boston	great coats
aunt	tradesmen	gold fields	bowler hat
farm boy	politician	hotel	white gloves
dandies	impostor	saloon	flannel shirt
scoundrels		equator	
Indians		coal bunkers	
		Hades	

ANIMALS	NOISES	FOOD	BODY PARTS
squirrel	growl	limp carrot	finger
sow	shot up	pudding	leg
hog	erupted	plum duff	arm
pig	squeal	smoked fish	index finger
fox	roaring		peg leg
sheep	digging		stomach
dog	laughter		forehead
	roaring		faces

SHIPS

Sea Raven
Lady Wilma
whaling ships
travelers
fishing

DAY 2 - VOCABULARY DEVELOPMENT TALKING CHART

LADY WILMA
deck
afterdeck
stern
cabin door
brass porthole
sailed
machinery
shipboard
deck planking
coal bins
bunkers
square rigger
paddle box
top sails
main sails
masts
voyage
canvas
ventilators

SLEEPING
bunks
pillow
accommodations
snoring
nuzzled
nap
sound asleep
fall asleep
stretched

PIG
porker
fat rump
snorting
trotting
pen
meat cleaver
animal pens
pig hunt
hoofs
grunts
snout
snorts

PASSENGERS
crew
cabin mates
cook
Yankee Trader
gold seeker
Captain Swain

MORNING
dawn
breakfast
awoke
dazzling
sun

SKY
constellations
star clouds
night
sunny

BELONGINGS
black umbrella
alarm trumpet
harmonica
treasure map

MINER
bandana
suspenders
jipajapa hat
washpan
pick

DAY 3 - VOCABULARY DEVELOPMENT TALKING CHART

WEATHER
winds
misty sky
fat raindrops
head winds
inclement
storms
gale
brightness
lightning
hailstones

NOISE
roaring
cracked
shrieking
howling
crash
rushing
wailed
rammed
swayed
burst
blast

SEA
swells
waves
crashing seas
waters
thrashed
voyage
Pacific
sea water
navigate

LOCATIONS
Strait of Magellan
Tierra del Fuego
Callao
Chile
California

POTATOES
barrels
spoiled
raw
juicy
ruined
plump

EARTH
latitude
horizon
north
direction
air
sea

WATER
snow
rushing
raindrops
waterfalls

TRANSPORTATION
cable car
trucks
buses
automobiles
street cars
overland stages
Wells Fargo Co.

DAY 4 - VOCABULARY DEVELOPMENT TALKING CHART

CLEANLINESS
laundry
wash pan
baths
starched shirts
washed
changed
ironing
dirty ears
soap
fresh clothes
tub bath
shower
white gloves

SMELLS
perfume
nostrils
fish
hot grease
nose
breathe
cookin'
scent
restaurant
dirty

HAIR
cuttings
sideburns
shorn locks
beard
barber
whiskers
trimmings
shear
itchin'
scissors
snip

GOLD
yeller dust
wash pan
residue
panned
color
grains
flake
diggins
gold pan

ANIMALS
grizzly bear
bull
chickens
mules
bloodhound
bear meat
dog
cat

WEDDING
bride
fiancee
met
married
presents

LANDSCAPE
hills
scenery
foothills
gold fields
barren islands
dry land
pine forest

DAY 4 - (CONT.)

BUILDINGS AND STRUCTURES

Broadway Tunnel

Coit Tower

Golden Gate Bridge

Ferry Building

Maritime Museum

World Trade Center

Oakland Bay Bridge

Presidio

Mission Dolores

Cliff House

Federal Penitentiary

San Quentin State Prison

St. Mary's Church

Telephone Exchange

Union Square

St. Francis Hotel

City Hall

Civic Center

DAY 5 - VOCABULARY DEVELOPMENT TALKING CHART

VALUABLES
watches
chains
belts
ring
ruby
gold dust
guns
gold pouches
buckskin

MINING NECESSITIES
pick
shovel
gold pan
carpet bags
mining tools
left glove
gun
hat
gold camps
money

NATURE
mountains
morning
Sierra Nevadas
sand bar
valley
Pacific
valley flats
pines
cool water
Isthmus
foothills

FEAR & ANGER
fearful
frightened
growled
cold steel
scared
struck

CLOTHING
checked shirts
coat
red flannel shirt
linen suit
shirts

TRANSPORTATION
big wheels
bongo boat
four horse team
muleback
road
ox-drawn
wagon
boat
driver
stagecoach
riverboat

WEAPONS
firearms
pistol
four-shooter
revolver
gun shots
shooting
rifle shots
whip
reloaded
dueling pistol

PROFESSIONS
tooth extractor
dentist
undertaker
line of work
services
butler
outlaw

DAY 5 - (CONT.)

MEASUREMENT

gallon
half-gallon
quart
pint
cup
three-fourths
one-half
one-fourth
teaspoon
tablespoon

HOMEWORK ASSIGNMENTS

Students will be given two homework assignments throughout the week. The first one will be to interview a parent, grandparent, or an adult relative and ask questions about their ancestors. Questions that might be asked would be "When did you or your parents come to this country?" or "What country did they come from?" Students will share their findings with the class. The other assignment will be for students to pretend they live in the 1850's and are packing up to go to California to hunt for gold. Students must write about what items they would bring with them. The items must all fit in one suitcase. Students will share paragraphs with the class.

PARENT/COMMUNITY INVOLVEMENT

Parent and community involvement is stressed in this unit during class instruction and in homework assignments. Actively involved parents improve school morale and help students to feel more "at home" at school.

SELF-ESTEEM

The following self-esteem adjective/action chart will be displayed on the wall throughout the year. This not only improves students' vocabulary, but gives students a concrete goal to work towards. Teacher will use adjectives from the chart throughout the year in making verbal and written comments to students.

SELF-ESTEEM ADJECTIVES/ACTIONS

1. **ATTENTIVE:**
   - -Sits up straight
   - -Listens actively
   - -Follows directions

2. **CAPABLE:**
   - -Follows rules
   - -Turns in homework on time
   - -Works independently

3. **CONSCIENTIOUS:**
   - -Recycles paper
   - -Keeps desk area clean
   - -Picks up trash

4. **COOPERATIVE:**
   - -Shares
   - -Waits turn in group
   - -Helps others

5. **COURTEOUS:**
   - -Says "please" and "thank you"
   - -Waits his/her turn to speak
   - -Listens to others

6. **OPEN-MINDED:**
   - -Tries new ideas
   - -Accepts change
   - -Is tolerant of others
   - -Is friendly

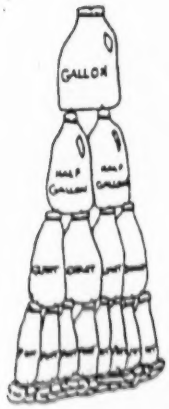
7. **ORGANIZED:**
   - -Keeps desk clean
   - -Keeps work in folders/notebook
   - -Comes to class prepared
   - -Follows directions

8. **PATIENT:**
   - -Waits his/her turn
   - -Raises hand to be called on
   - -Walks in line

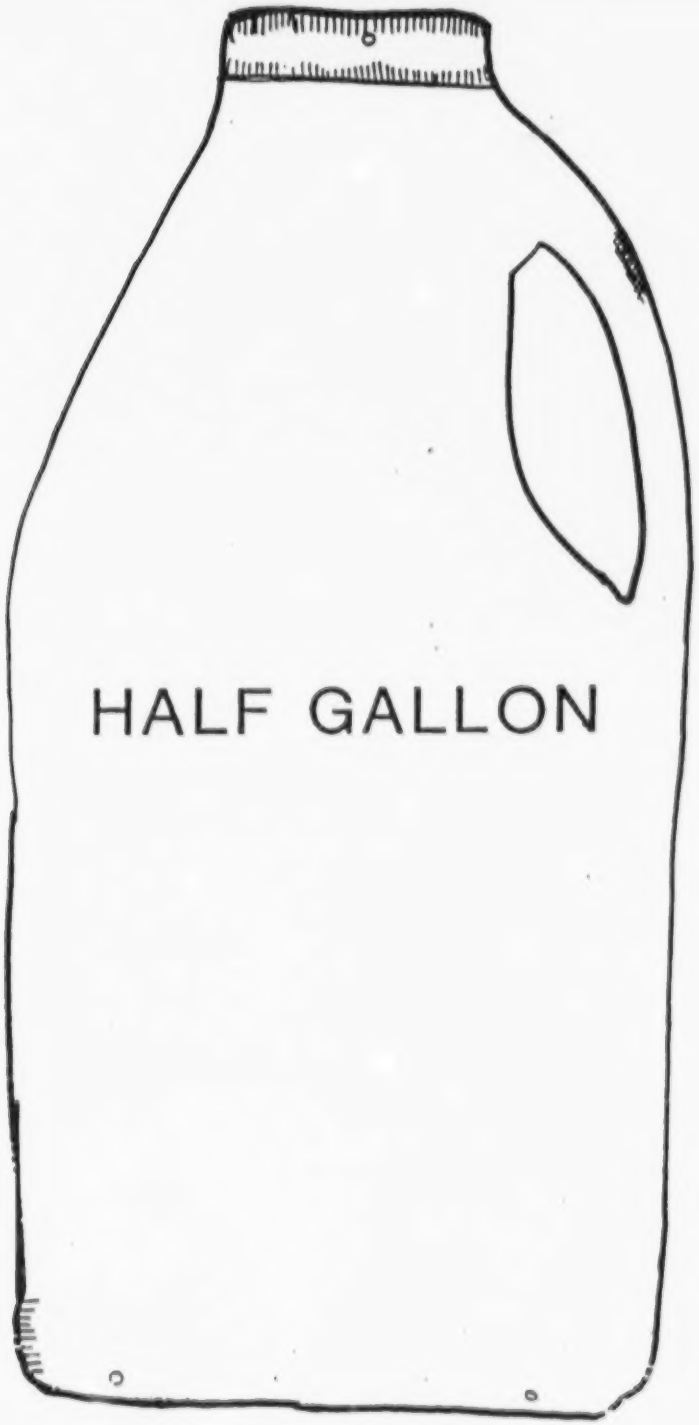
9. **RESPONSIBLE:**
   - -Completes work on time
   - -Keeps promises
   - -Respects classmates and teachers

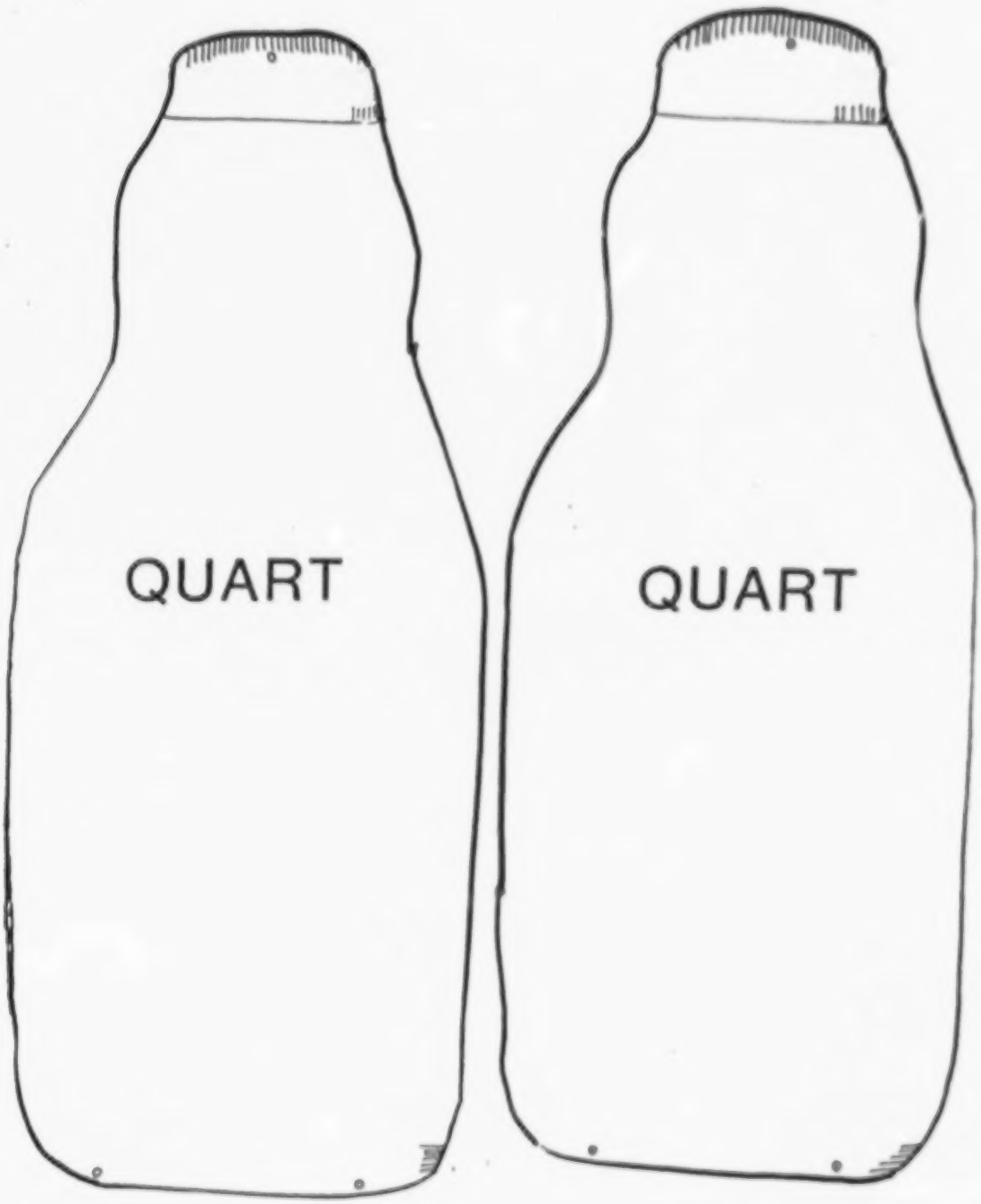
10. **SELF-DIRECTED:**
    - -Stays on task
    - -Completes work
    - -Helps others when own work is complete
    - -Problem solves

LIQUID MEASUREMENTS



GALLON


HALF GALLON


QUART
QUART

PINT
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